


SMARTER

Balanced Assessment Consortium

Judy Snow
Montana State Assessment Director

2011 OPI Statewide Assessment Conference
Billings, Montana—January 20-21



The Challenge


How do we get from here...

...to here?

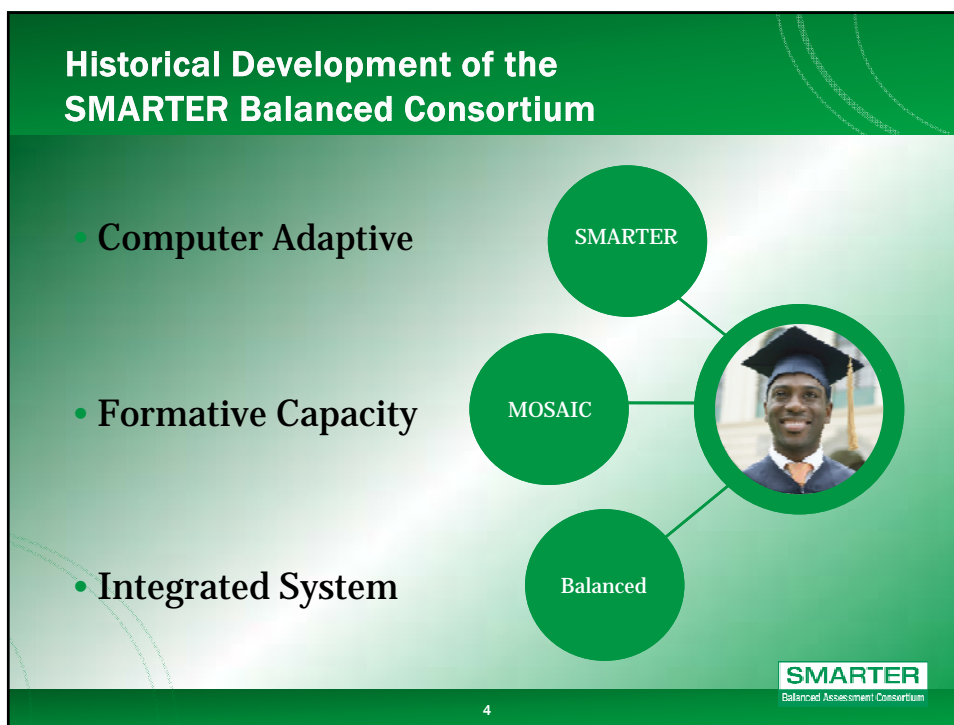
Common Core State Standards specify K-12 expectations for college and career readiness

All students leave high school college and career ready

...and what can an assessment system do to help?



2



The Purpose of the Consortium

To develop a set of comprehensive and innovative assessments for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards

So that all students leave high school prepared for postsecondary success in college or a career through increased student learning and improved teaching.

The assessments shall be operational across Consortium states in the 2014-15 school year.

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5

31 Member States



6

A 31-State Consortium

18 Governing States	13 Advisory States
CT, HI, ID, KS, ME, MI, MO, MT, NC, NH, NM, NV, OR, UT, VT, WA, WI, WV	AL, CO, DE, IA, KY, ND, NJ, OH, OK, PA, SC, SD, WY
Total Number of States = 31	

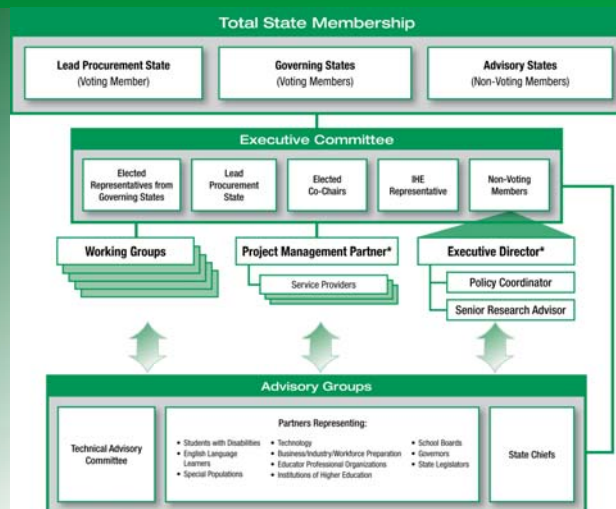
Fiscal Agent: Washington State

Membership Status as of
December 2, 2010

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7

Organization Chart



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8

Consortium Governance

Co-Chairs	Tony Alpert (OR) Judy Park (UT)
Executive Director	Joe Willhoft
Executive Committee	Dan Hupp (ME); Joseph Martineau (MI); Carissa Miller (ID); Lynette Russell (WI); Mike Middleton (WA); Higher Education Representative
Project Management Partner	WestEd
Policy Coordinator	Sue Gendron
Senior Research Advisor	Linda Darling-Hammond

Last Modified November 8, 2010



9

Work Groups

1. Transition to Common Core State Standards
2. Technology Approach
3. Assessment Design: Item Development
4. Assessment Design: Performance Tasks
5. Assessment Design: Test Design
6. Assessment Design: Test Administration
7. Reporting
8. Formative Processes and Tools/Professional Development
9. Accessibility and Accommodations
10. Research and Evaluation



10

Technical Advisory Committee

Jamal Abedi	University of California, Davis
Randy Bennett	Educational Testing Service
Derek Briggs	University of Colorado at Boulder
Greg Cizek	University of North Carolina
David Conley	University of Oregon
Linda Darling-Hammond	Stanford University
Brian Gong	National Center for the Improvement of Educational Assessment
Ed Haertel	Stanford University
Joan Herman	University of California, Los Angeles and CRESST
Jim Pellegrino	University of Illinois at Chicago
W. James Popham	University of California, Los Angeles
Joseph M. Ryan	Arizona State University
Martha Thurlow	University of Minnesota and NCEO

Institution of Higher Education (IHE) Partners

- IHE partners
 - include more than 170 public and 13 private institutions and systems of Higher Education
 - represent nearly 75% of the total number of direct matriculation students across all SMARTER Balanced States
- IHE representatives and/or post-secondary faculty may serve on:
 - Executive committee
 - Assessment scoring and item review committees
 - Standard-setting committees

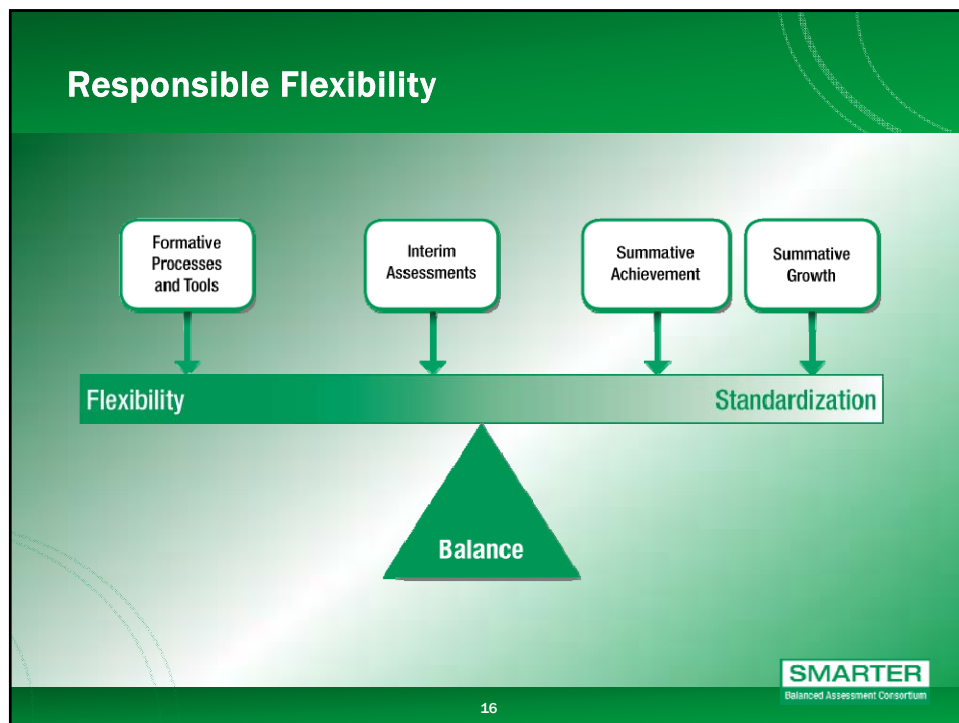
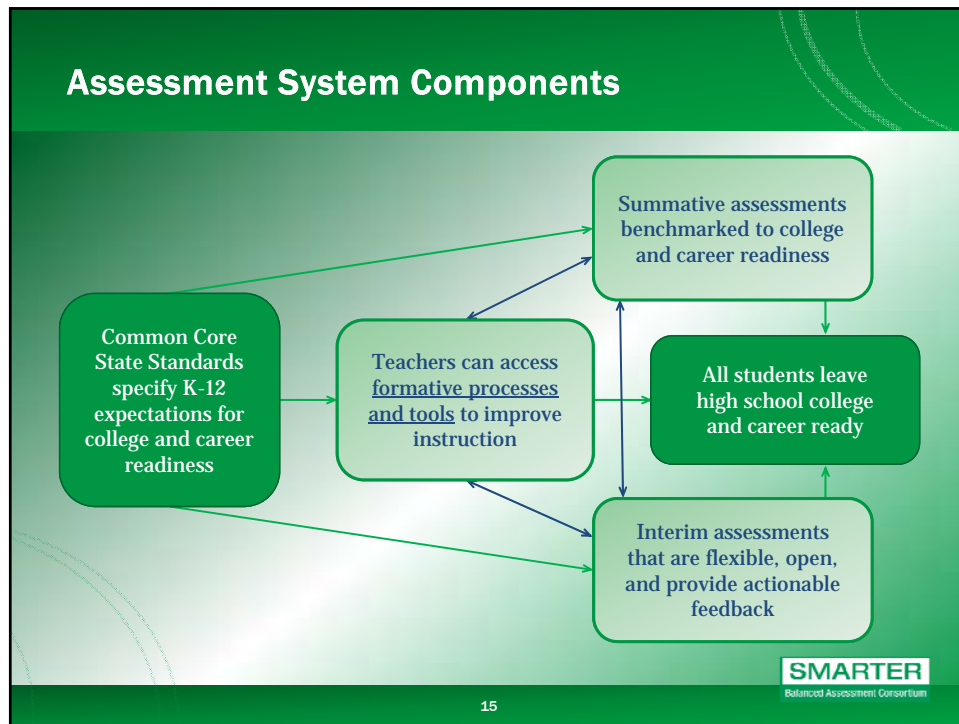


Theory of Action

- A model of verifiable accomplishments/milestones, leading to the desired outcome
- Accomplishments/milestones are interdependent
- The theory of action is closely linked to the validation argument for the assessment system

14

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Assessment System Components

Assessment system that balances summative, interim, and formative components for ELA and mathematics:

- **Summative Assessment (Computer Adaptive)**
 - Mandatory comprehensive assessment in grades 3–8 and 11 (testing window within the last 12 weeks of the instructional year) that supports accountability and measures growth
 - Selected response, extended constructed response, technology enhanced, and performance tasks
- **Interim Assessment (Computer Adaptive)**
 - Optional comprehensive and content-cluster assessment
 - Learning progressions
 - Available for administration throughout the year
 - Selected response, extended constructed response, technology enhanced, and performance tasks
- **Formative Processes and Tools**
 - Optional resources for improving instructional learning
 - Assessment literacy

Summative Assessments

- Mandatory comprehensive accountability measures that include **computer adaptive assessments** and performance tasks
- Computer adaptive testing offers **efficient and precise measurement** and quick results
- **Assesses the full range of CCSS** in English language arts and mathematics

Summative Assessments

- Describes **current achievement and growth** across time, showing progress toward college and career readiness
- Provides **state-to-state comparability**, with standards set against **research-based benchmarks**
- Summative tests can be given **twice a year**

Interim Assessments

- Optional **comprehensive and content-cluster measures** that include **computer adaptive assessment** and **performance tasks**
- Provides **clear examples of expected performance** on common standards
- Helps **identify specific needs** of each student

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21

Interim Assessments

- Grounded in cognitive development theory about how **learning progresses**
- Aligned to and reported on the **same scale as the summative assessments**
- Involves significant **teacher participation** in design and scoring
- **Fully accessible** for instructional and professional development

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22

Formative Processes and Tools

- **Instructionally sensitive, on-demand tools** and strategies aimed at improving teaching, increasing student learning, and enabling differentiation of instruction
- Processes and tools are **research based**
- **System Portal** contains information about common core standards, Consortium activities, and assessment results
- **Dashboard** gives parents, students, practitioners, and policymakers access to important assessment information

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23

Formative Processes and Tools

- **Clearinghouse of professional development materials** available to educators includes model units of instruction, publicly released assessment items, formative strategies, and materials for professional development
- Reporting capabilities include **static and dynamic reports**, secure and public views
- Item development and scoring application supports **educator participation in assessment**
- **Feedback and evaluation mechanism** provides surveys, open feedback, and vetting of materials

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24

Key Features: Computer Adaptive Testing

- Comprehensively assesses the **breadth of the Common Core State Standards** while **minimizing test length**
- Allows **increased measurement precision** relative to fixed form assessments
- **Testing experience is tailored** to student ability as measured during the test

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25

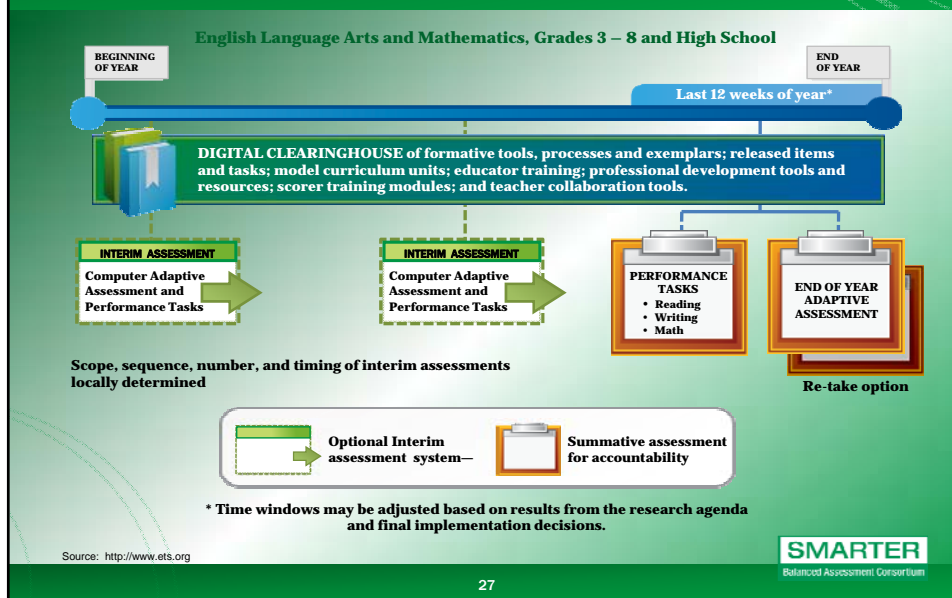
Key Features: Tailored, Online Reporting

- Supports **access to information about student progress** toward college and career readiness
- Allows for exchange of **student performance history** across districts and states
- Uses a Consortium-supported backbone, while individual **states retain jurisdiction** over access and appearance of online reports
- Tied to **digital clearinghouse of formative materials**
- **Graphical display of learning progression** status (interim assessment)

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26

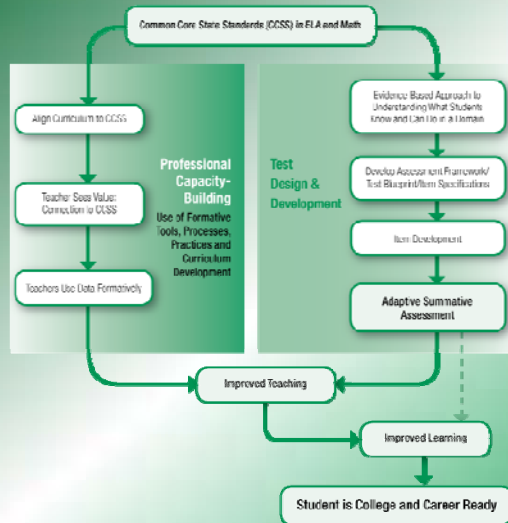
The System



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Summary

SMARTER Balanced Assessment System



29

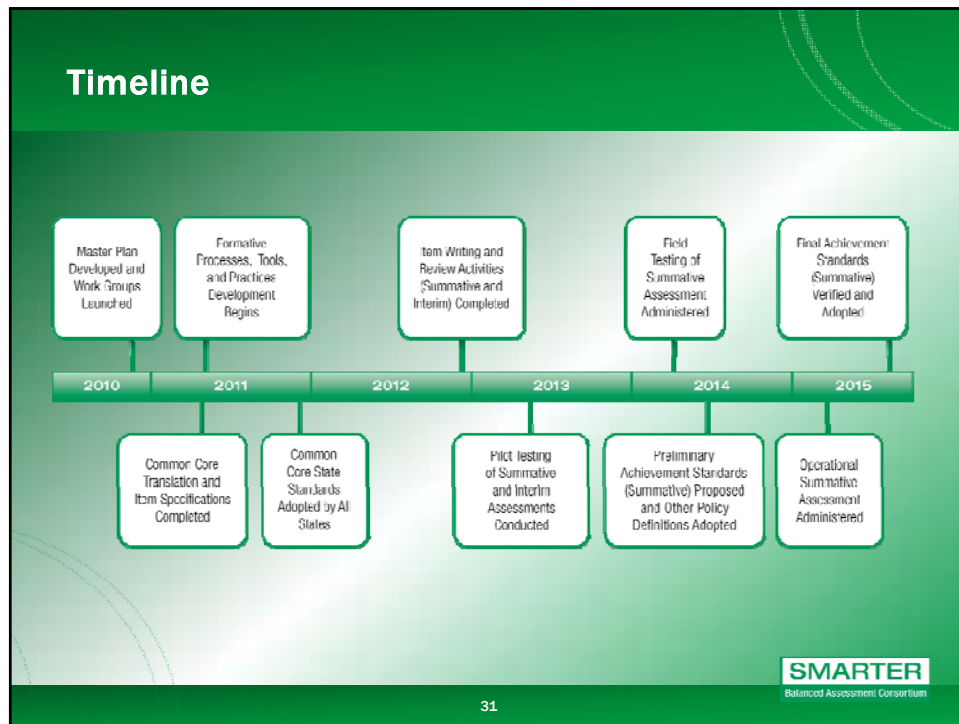
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Achieving College Readiness

- Allows students to **enter college having met clear, common standards**
- **Interim assessments** provide students, teachers, and parents with detailed, actionable information about knowledge and skills needed for college entry and success
- Students enrolled in IHEs and IHE systems will be able to be **exempt from remedial courses** if they have met the Consortium-adopted achievement standard for each assessment

30

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31

Benefits of a Multi-State Consortium

- **Less cost and more capabilities** through scope of work sharing and collaboration
- **More control** through shared interoperable open-source software platforms: Item authoring system, item banking, and adaptive testing platform no longer exclusive property of vendors
- **Better service** for students with disabilities and EL students through common, agreed-upon protocols for accommodations

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32

To find out more...

...the **SMARTER Balanced Assessment Consortium**
can be found online at

www.k12.wa.us/SMARTER

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33

OPI Assessment Contacts

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- **Judy Snow, State Assessment Director**
 - 406-444-3656 OR **jsnow@mt.gov**

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34